



To: Dr. Mike Riggle  
From: Rosanne Williamson  
Re: New Course Proposals  
Date: December 20, 2016

**Recommendation:**

I recommend that new courses be presented for Board discussion on Monday, January 9, 2017 and that action on this item occur no later than the Monday, January 23, 2017 Board meeting.

**Process:**

New courses and curricular changes have been thoroughly discussed in each building by relevant departmental and building-level committees, Instructional Supervisors, Associate Principals and building principals. District-level administrators have also reviewed these proposals. The Board will note that they seek to meet the academic needs and interests of students in keeping with a comprehensive high school program. New course proposals, which may require additional FTE, will be covered within the building's authorized FTE allocation.

Building administrators who were closely involved in the development of these proposals will be available at the Board meeting on January 9, 2017 to address questions from the Board.

**Board Policy: Curriculum Planning Strategy 7010 (procedures)** is included in the packet so that Board members who wish to review our required timelines and forms concerning our process for new course approvals may do so.

Board Policy 7010 and its procedures identifies not only the process for how proposals shall be submitted for Board approval, but also explains what happens after they are implemented as administrators evaluate the success of the change, reporting back to the Board "no later than the end of the third semester that the course is offered." This third semester follow-up evaluation of previously approved new courses will be contained in curriculum reports presented at a future Board meeting.

**To: Dr. Mike Riggle, Dr. Rosanne Williamson**  
**From: Eric Etherton**  
**Cc: Dr. John Finan**  
**Re: Curriculum and Course Adoption Proposals**  
**Date: November 16th, 2016**

**Glenbrook North High School**  
**Curriculum and Course Adoption Proposals for 2017-2018**

The Glenbrook North Instructional Leadership Team met on Wednesday November 9<sup>th</sup> and 15<sup>th</sup>, 2016 and agreed to recommend the following new course proposals/curricular changes for your approval. In addition, GBN’s Curriculum Council reviewed and approved these proposals on Thursday, November 3<sup>rd</sup>, 2016. These courses/changes meet with the approval of the principal and both associate principals. I am also attaching the new course proposal forms for each of these listed below as well as the rationales for course name changes. Please let me know if you have any additional questions.

I. Glenbrook North proposes the following new courses:

Course Proposals	Course Title	Status	Rationale	Impact on Budget, FTE, Facilities	Evaluation
Career & Life Skills-Business	AP Computer Science Principles	This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world.	The purpose of this curricular addition is to attract and engage a broader group of students to explore the field of computer science. This new course will develop computational thinking, generate excitement about career paths and introduce tools that foster creativity and collaboration.	Staffing is not anticipated to change and no significant impact is expected as enrollment from other courses will shift to this course. We will utilize existing computer labs and technology as allocated in the building. Current facilities meet the needs of this course.	<ul style="list-style-type: none"> <li>Analyze data on course enrollment, AP test scores and number of students declaring computer science or a related major.</li> <li>Administer student surveys and gather teacher feedback.</li> <li>Analyze the course’s impact on student preparedness for additional courses in the same field through teacher feedback.</li> </ul>

Course Proposals	Course Title	Status	Rationale	Impact on Budget, FTE, Facilities	Evaluation
Physical Education	Yoga	Proposing a new Yoga class.	This class will help relax the mind and control anxiety. The students will work on acceptance of one's self-worth and body image, understanding of the human body, and discipline. Additional benefits include increasing endurance, improving balance, strength and flexibility while enhancing heart health.	The proposed changes will require no additional staffing or facilities, nor any impact on budget.	Student performance in the class, enrollment trends and teacher feedback.
World Languages	Honors Mandarin Chinese 573	The World Language Department proposes adding a Honors Mandarin Chinese 573 in 2017-2018.	Adding a level 5 Chinese course will allow students to finish their high school course of study with a level 5 course.	The proposed changes will require no additional staffing or facilities, nor any impact on budget.	The teacher and the Instructional Supervisor of World Languages will track enrollment and scores on the AAPPL exam.

II. Glenbrook North proposes the addition of this course previously approved and available at Glenbrook South:

Course Proposals	Course Title	Status	Rationale	Impact on Budget, FTE, Facilities	Evaluation
Career & Life Skills- Applied Tech	Project Lead the Way (PLTW) Digital Electronics	Offer new PLTW Digital elective course that was previously adopted by the Board for GBS.	This will be the 4 <sup>th</sup> course in the PLTW sequence allowing students to complete four courses in the PLTW engineering sequence.	The proposed changes will require no additional staffing or facilities, nor any impact on budget.	Student performance in the class, enrollment trends and teacher feedback.

III. Glenbrook North proposes the following name change for a current course offering:

Course Name Changes	Course Title	New Title	Rationale
Social Studies	Political Science 161	Civics 161 /162	This name change makes clear that GBN complies with the new Illinois State law that every student complete a Civics course.

IV. Glenbrook North proposes the following courses be archived:

Removal of Course Offerings	Course	Recommended Action	Rationale
Career and Life Skills- Applied Tech	Metal Tech 163 Metal Tech 263	Archive courses	Over the past four years we have seen a steady decline in the Metals Tech enrollment. Currently, there are no students enrolled in these courses and when there is enrollment, the courses are run concurrent with one another. It is the opinion of the department that with the current course offerings in Applied Technology, Metals Tech classes have lost relevance to the student body and should be archived.
Career and Life Skills- Business	Multimedia Applications 261	Archive course	This course has not had enough students enrolled to run over the last four years. It is the opinion of the department that with the current course offerings in Business, Multimedia Applications class has lost relevance to the student body and should be archived.

## APPLICATION FOR CURRICULAR CHANGE

**School:** Glenbrook South and Glenbrook North

**Date:** 9/10/16

**Department:** Career & Technical Education, Career & Life Skills (with partnership in Mathematics)

**Name of proposed curricular change:** AP Computer Science Principles

### **1. Brief Description of the Curricular Change**

Grade: 10, 11, 12      Length: Year long

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career.

This course is intended to have a much broader appeal than the existing AP Computer Science which is highly technical and involves intensive coding within Java programming language. It is for all students interested in exploring computer science. College Board designed this new Principles course with the goal of creating leaders in computer science and engaging traditionally underrepresented populations (e.g., females, Latinos, African Americans) in the field.

Using multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. AP Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

### **2. Curriculum Planning Committee Membership**

- a) List the members of the committee.

Teachers: Mike Sinde, Justin Zummo, Joe Bruno, Lyz Daugherty  
Instructional Supervisors: Dawn Hall, Mary Kosirog, Phil Gartner, Maria Vasilopoulos

- b) Give the rationale for the membership of this committee.

Mike Sinde and Justin Zummo are applied technology teachers, and Lyz Daugherty is a mathematics teacher at Glenbrook South.

Joe Bruno is a business education teacher at Glenbrook North.  
Dawn Hall is the Instructional Supervisor of Career & Technical Education at GBS.  
Mary Kosirog is the Instructional Supervisor of Career & Life Skills at GBN.  
Phil Gartner is the Instructional Supervisor of Mathematics at GBS.  
Maria Vasilopoulos is the Instructional Supervisor of Mathematics at GBN.

- c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

Chris Powell, Director of Applied Sciences and Technology, District 219. Shelly Gates, Career & Technical Education Department Chair, District 202. Kim Jablonski & Rebecca Stewart, Career & Technical Education Department Chair, District 207. These department chairs had a significant role in the implementation of the PLTW AP Computer Science Principles in their Business Departments. Various mathematics chairs, such as Steve Svetlik and Darshan Jain, were consulted. Mr. Svetlik is a respected leader in networks of computer science teachers in the Chicago area.

### **3. Need for the Curricular Change**

- a) Present and analyze data on student learning that point to a need for change.

The World Economic Forum's *The Future of Jobs Report*, published in January of 2016 indicates that 65% of today's school-age children will work in jobs that don't exist yet. Much of this is due to rapid technological change. In a world that's increasingly run on technology, computer science is a field that every student should have the opportunity to study. Computer science is the engine that powers the technology, productivity, and innovation in the new economy. Computer science experience is becoming an imperative for today's students and the workers of tomorrow.

- b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

At GBS, over 500 students of various levels were surveyed through their math classes. Students from 9th - 11th grade were shown a video about the course and asked about their interest. 51% said they were "maybe" interested while 17% said that "yes", they were interested in taking the course from this initial introduction. Also, this was a sampling of the much larger student population but represents demand to warrant offering the course.

In 2016-2017, GBN began offering AP Computer Science A to meet the demands of the students and the requests of the community to offer programming classes. Based on the significant student response to this offering we believe there is a need to expand the computer science offerings.

Area high schools offering AP Computer Science Principles include: Niles, Maine, Evanston, Fremd, Palatine, Conant, Schaumburg, Hoffman Estates, Hersey, Prospect, Buffalo Grove, Rolling Meadows, Elk Grove, Wheeling, Vernon Hills High School, Libertyville, Jacobs, Dundee-Crown, Hampshire, Highland Park, Deerfield, Oak Park and River Forest, Barrington, Antioch, and Lake Zurich. Stevenson and New Trier are in the proposal process.

- c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.

The fact that the College Board, a respected organization, has created this credited course and it is recognized by many colleges speaks volumes.

This is a rigorous course comparable to a college-level introductory computer science course. Over 100 colleges and universities already endorse the course, with 88% believing it is a college-level computing course and 86% indicating they would award college credit.

Career opportunities are significant in this field with 71% of all new jobs in computing.

The opportunity to explore the field provides significant impact on future career choices for underprivileged populations. Women who enroll in computer science in high school are 10 times more likely to major in it.

PLTW is the largest non-profit provider of innovative and rigorous STEM education programs. More than 9,000 schools in all 50 states, the District of Columbia and U.S. Territories are offering PLTW courses to 2.4 million students. Research validates effectiveness and success of PLTW programs in preparing students for success in college.

#### **4. Rationale for Addressing the Need Through a Curricular Change**

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

The purpose of this curricular change is to attract and engage a broader group of students to explore the field of computer science, while adding to the computer technology offerings. The course does not require prior computer science experience. Mathematically, it only requires that students have completed algebra. We are also requiring that students be in grades 10-12.

- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

None were considered given the opportunity to introduce a recognized AP course to increase our computer technology offerings.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

There may be a small impact on existing courses in the Career & Technical Education department. For students in CTE this course would add an option to pursue additional skills and knowledge in programming. This would complement the programming students in our Project Lead the Way engineering courses complete, especially those students interested in pursuing a career in computer engineering where a combination of electrical engineering and computer science can be very beneficial. This may mean students choose AP Computer Science Principles over another course. In addition, students in our business technology courses may be interested in this course to expand their knowledge in skills as they prepare for careers.

There may be an impact on existing courses within the Mathematics Department. At GBS, a one semester Computer Science Honors course serves as a primer before taking AP Computer Science A. In our analysis, it is probable that some students will take AP Computer Science Principles instead, if they can find time to enroll in a yearlong course. Some students will take both AP Computer Science Principles and the existing AP Computer Science A. The population that currently takes AP Computer Science A and gets college credit within the field will continue to find this an attractive option after the introduction of AP Computer Science Principles. From our survey and anecdotal discussion, we believe much of the enrollment will be new students who would not consider taking the existing computer science offerings.

The AP Computer Science A and the new AP Computer Science Principles course are independent of one another, and the courses can be taken in any order. GBS would waive the requirement of the Computer Science Honors semester course for any student who takes AP Computer Science Principles and then wishes to enroll in AP Computer Science. It is possible that the semester-long Computer Science Honors course at GBS could be discontinued.

## 5. **Description of Proposed Change**

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

This course is open to all students grades 10-12 who have an interest in learning about the principles and practices of computer science.

- b) Provide a tentative outline of the proposed course or program.

Unit 1: Algorithms, Graphics, and Graphical User Interfaces  
Lesson 1.1 Algorithms and Agile Development



- Lesson 1.2 Mobile App Design
- Lesson 1.3 Algorithms in *Python*
- Lesson 1.4 Images and Object-Oriented Libraries
- Lesson 1.5 GUIs in *Python*
- Unit 2: The Internet
  - Lesson 2.1 The Internet and the Web
  - Lesson 2.2 Shopping and Social on the Web
  - Lesson 2.3 Security and Cryptography
- Unit 3: Raining Reigning Data
  - Lesson 3.1 Visualizing Data
  - Lesson 3.2 Discovering Knowledge from Data
- Unit 4: Intelligent Behavior
  - Lesson 4.1 Moore's Law and Modeling
  - Lesson 4.2 Intelligent Agents

The AP exam consists of a written exam, as one would expect, but it also entails two performance tasks that students complete during the course to demonstrate what they have learned and are able to create. These would be digital and uploaded to College Board.

## 6. **Implications of the Proposed Change**

- a) What are the implications of this proposed change for staffing, facilities, and budget?

Staffing is not anticipated to change for the 2017-18 school year, and no significant impact is expected as enrollment from other courses will shift to this course. We will utilize existing computer labs and technology as allocated in the building.

Equipment and supplies will be minimal and purchased with existing departmental funds.

There is no cost for curriculum or industry-standard software for the course due to our partnership with PLTW. A one-time teacher Professional Development expense will be funded out of the existing budgets.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

There may be a decrease in Computer Science Honors (1 semester) at GBS.

We do not expect a significant impact on the current AP Computer Science course. We do not anticipate significant implications for other departments, with enrollment expected to primarily come from other CTE and Computer Science (Mathematics Department) courses.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

If the course is accepted, some additional training and collaboration among teachers would be involved to prepare and develop the course for delivery at our high schools. Summer training and a curriculum project would be anticipated.

#### *Facilities Needs*

We would utilize present technology within department computer labs to provide an optimal learning experience and mirror industry standards. This would allow more computer technology offerings to be taught in the same labs, further supporting students with passion and interest in computer technology. Our focus is on a blended experience of collaborative opportunities as well as student-driven application using technology.

### **7. Method of Evaluating the Success of the Proposal After it is Implemented**

- a) If the proposal is approved and implemented, how shall it be evaluated?
- Analyze data on course enrollment, AP test scores and number of students declaring computer science or a related major.
  - Administer student surveys and gather teacher feedback.
  - Analyze the course's impact on student preparedness for additional courses in the same field through teacher feedback.

- b) What specific outcomes shall indicate success of the implemented proposal?

Students report and demonstrate their confidence and skill in successful application of the content. Students develop and enhance problem solving and computational thinking skills.

Increased awareness of computer science career opportunities, and students declaring majors in these areas.

Successful scores on the AP Computer Science Principles exam.

## **APPLICATION FOR CURRICULAR CHANGE AND COURSE PROPOSAL**

School: Glenbrook North

Department: Physical Education

Date: 10/19/16

Name of proposed curricular change: Yoga in Physical Education

### **1. Brief description of the curricular change:**

A yoga class will be designed to help the psychological needs of students at Glenbrook North High School. Yoga in Physical Education will also help reduce stress & anxiety, reduce injury, increase endurance, improve balance, strength & flexibility along with boosting individual heart health. Students will learn breathing techniques, basic to intermediate yoga and how to create a yoga sequence. Students will be able to incorporate yoga into their daily lives by the end of this course.

### **2. Curriculum Planning Committee Membership**

- a) List the members of the committee.

Tiffany Kim, Bob Pieper, Mike English

- b) Give the rationale for the membership of this committee.

Tiffany Kim is a certified Yoga instructor. She completed a 200-hour teacher training to become a licensed yoga instructor. The background of this instructor will help benefit the students physically and psychologically.

### **3. Need for the curricular change:**

- a) Present and analyze data on student learning that point to a need for change.

At the current time, a short yoga unit is implemented within a few sections of the physical education classes. Feedback from students and teachers has been very positive and there has been a request to consider offering a full semester yoga class. If this course were to be approved, students have reported a strong desire to register for this class.

- b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

The offering of a yoga class aligns with current district and building initiatives on student wellness and mindfulness. This curriculum provides physical and social-emotional benefits

for students.

- c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.

“Yoga’s combination of breath and movement can help alleviate social and academic stress, clear the mind and soothe cramped bodies jammed into desks and hunched over computers. Yoga alleviates stress. Researchers from MGN College of Education in India, stated that seven weeks of doing yoga poses regularly, breathing and meditation practices reduced students’ stress levels which led to better academic performances. Studies published in “Explore” as well as studies done at Harvard Medical School stated that yoga helped enhanced body image. They reported better kinesthetic awareness of how our body moves, as well as give strength to refuse peer pressure to use drugs and alcohol.”  
Cespedes, Andrea. “Importance of Yoga for Students.” *Livestrong*, 25 Sept. 2015, [www.livestrong.com/article/438314-importance-of-yoga-for-students/](http://www.livestrong.com/article/438314-importance-of-yoga-for-students/).

“Yoga builds self-esteem and self-respect. It enhances physical flexibility, refines balances and coordination, develops focus and concentration, builds confidence, strengthens the mind-body connection as well.” Tilak, Visi. “The Benefits of Yoga for Kids.” *Parents*, 2013, [www.parents.com/fun/sports/exercise/the-benefits-of-yoga-for-kids/](http://www.parents.com/fun/sports/exercise/the-benefits-of-yoga-for-kids/).

“Studies showed that teens who took a yoga course scored better on psychological tests for mood problems or anxiety than students who did not take yoga. Also by taking a yoga course, yoga could serve as a preventative role in adolescent mental health.”  
Chan, Amanda. “Yoga Could Help Teens Ward Off Anxiety, Study Shows.” *Healthy Living*, Huffington Post, 7 Jan. 2013, [www.huffingtonpost.com/2012/04/07/yoga-teens-anxiety-mood\\_n\\_1408247.html](http://www.huffingtonpost.com/2012/04/07/yoga-teens-anxiety-mood_n_1408247.html).

#### **4. Rationale for addressing the need through a curricular change:**

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

The purpose for the change/proposal is to offer another elective physical education class where students can benefit. Students will learn the advantages of breathing, visual imaging, focus and balance. A few hours of yoga instruction weekly will also allow students to learn how this type of fitness can impact their daily lives. Students can benefit from yoga through muscle engagements, stretches, mind control, and coordination skills. In addition, yoga can help relax the mind, control anxiety, work on acceptance of one’s self-worth and body image, understand the human body, and work on discipline.

- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

No other approaches were considered.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

Students will learn that yoga is more than stretching and relaxing and can become a part of everyday life. Instructional benefits from this course include physical strength, balance, focus and breathing. This course is designed to introduce students to a different style of physical education showing the connection between mind, body and breath. Students will learn how these principles can impact their classroom performance and daily life.

**5. Description of proposed change:**

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

Junior and senior students will have the option to choose yoga as a physical education elective course. Some students are limited to taking the same physical education course throughout their junior and senior year, therefore this will allow them to take another course and possibly find an interest in yoga.

- b) Provide a tentative outline of the proposed course or program.

Please see attached outline of instructional activities and plans.

**6. Implications of the proposed change:**

- a) What are the implications of this proposed change for staffing, facilities, and budget?

One class will be offered per semester. The dance studio or a small gym will be used for this class and will not have an impact on facilities. This new class will not impact current staffing.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

This new course will pull students from other physical education electives.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

Additional resources would consist of some equipment to be ordered (blocks, mats, and straps). Summer curriculum is not required.

**7. Method of evaluating the success of the proposal after it is implemented:**

- a) If the proposal is approved and implemented, how shall it be evaluated?

Student performance in the class, enrollment trends, teacher and instructional supervisor feedback.

b) What specific outcomes shall indicate success of the implemented proposal?

Students will successfully demonstrate the ability to increase flexibility and breathing techniques. In addition, students will be able to independently implement coping strategies learned in class to reduce anxiety and stress from everyday life.

# YOGA UNIT 1st Nine Weeks (1st Semester)

<p><b>Day 1:</b></p> <ul style="list-style-type: none"> <li>- Intro</li> <li>- Syllabus</li> <li>- Equipment</li> <li>- Lockers</li> </ul>	<p><b>Day 2:</b></p> <ul style="list-style-type: none"> <li>- Dean Speech</li> </ul>	<p><b>Day 3:</b></p> <ul style="list-style-type: none"> <li>- (PRE) Fitness Testing</li> <li>Mile / Sit &amp; Reach</li> </ul>	<p><b>Day 4:</b></p> <ul style="list-style-type: none"> <li>- (PRE) Fitness Testing</li> <li>Curl Up / Push Up</li> </ul>	<p><b>Day 5:</b></p> <ul style="list-style-type: none"> <li>- Journal</li> <li>- What Yoga Means to You</li> <li>- Intro to Yoga</li> <li>- Discuss Benefits</li> <li>- Term / History</li> <li>- Partner Yoga</li> </ul>	<p><b>Day 6:</b></p> <ul style="list-style-type: none"> <li>- Drishti &amp; Dharana</li> <li>- 8 Limbed Yoga</li> <li>- Finish Partner Yoga</li> </ul>
<p><b>Day 7:</b></p> <ul style="list-style-type: none"> <li>- Journal</li> <li>- Yamas &amp; Niyamas</li> <li>- OM (AUM)</li> <li>- Koshas</li> </ul>	<p><b>Day 8:</b></p> <ul style="list-style-type: none"> <li>- Journal</li> <li>- Breath Benefits / Discussion</li> <li>- Breathing Activities</li> <li>- Alignment</li> </ul>	<p><b>Day 9:</b></p> <ul style="list-style-type: none"> <li>- Journal</li> <li>- Breath Review</li> <li>- Posture Clinic 1</li> <li>Integration &amp; Intention with Breath</li> </ul>	<p><b>Day 10:</b></p> <ul style="list-style-type: none"> <li>- Journal</li> <li>- Breath Review</li> <li>- Posture Clinic 2</li> <li>to Sun A</li> <li>- Chaturanga Breakdown</li> </ul>	<p><b>Day 11:</b></p> <ul style="list-style-type: none"> <li>- Flow Integration thru Sun A</li> <li>- Posture Clinic 3</li> <li>to Sun B</li> </ul>	<p><b>Day 12:</b></p> <ul style="list-style-type: none"> <li>- Journal</li> <li>- Flow</li> <li>Integration to Sun B</li> <li>- Anatomy</li> </ul>
<p><b>Day 13:</b></p> <ul style="list-style-type: none"> <li>- Journal</li> <li>- Cont. Anatomy</li> <li>- Posture Clinic 4</li> </ul>	<p><b>Day 14:</b></p> <ul style="list-style-type: none"> <li>- Journal</li> <li>- Breath</li> <li>- Flow</li> <li>Integration to Crow</li> </ul>	<p><b>Day 15:</b></p> <ul style="list-style-type: none"> <li>- Journal</li> <li>- Flow to Sun B</li> <li>- Posture Clinic 5</li> <li>Balancing &amp; Triangle Series</li> </ul>	<p><b>Day 16:</b></p> <ul style="list-style-type: none"> <li>- Flow Integration to Triangle</li> </ul>	<p><b>Day 17:</b></p> <ul style="list-style-type: none"> <li>- Journal</li> <li>- Posture Clinic 6</li> <li>Hip, Spine</li> <li>Strengthening Series, Forward Fold, Surrender</li> </ul>	<p><b>Day 18:</b></p> <ul style="list-style-type: none"> <li>- Journal</li> <li>- Cardio</li> <li>- Breakdown of C1</li> </ul>
<p><b>Day 19:</b></p> <ul style="list-style-type: none"> <li>- Journal</li> <li>- Full C1</li> </ul>	<p><b>Day 20:</b></p> <ul style="list-style-type: none"> <li>- Journal</li> <li>- Flow to Sun B</li> <li>- Surprise Teach a Pose to the Class</li> </ul>	<p><b>Day 21:</b></p> <ul style="list-style-type: none"> <li>- Full C1</li> </ul>	<p><b>Day 22:</b></p> <ul style="list-style-type: none"> <li>- (MIDTERM)</li> <li>Fitness Testing</li> </ul>	<p><b>Day 23:</b></p> <ul style="list-style-type: none"> <li>- (MIDTERM)</li> <li>Fitness Testing</li> </ul>	<p><b>Day 24:</b></p> <ul style="list-style-type: none"> <li>- (MIDTERM)</li> <li>Fitness Testing</li> </ul>

# YOGA UNIT 2nd Nine Weeks (1st Semester)

<p><b>Day 1:</b> - Journal - Yoga Sculpt</p>	<p><b>Day 2:</b> - Full C1</p>	<p><b>Day 3:</b> - Journal - Review Breathing - Mini C2</p>	<p><b>Day 4:</b> - Journal - Yoga Sculpt</p>	<p><b>Day 5:</b> - Journal - Full C2 - Difference From C1</p>
<p><b>Day 6:</b> - Journal - Yoga Sculpt</p>	<p><b>Day 7:</b> - C2 - Yamas (Ahimsa) Non-Violence</p>	<p><b>Day 8:</b> - Journal - C2 - Yamas (Satya) Truthfulness</p>	<p><b>Day 9:</b> - Journal - Yoga Sculpt</p>	<p><b>Day 10:</b> - Journal - C2 - Yamas (Asteya) Non-Stealing</p>
<p><b>Day 11:</b> - Journal - C2 - Yamas (Brahmacharya) Moderation of the Senses</p>	<p><b>Day 12:</b> - C2 - Yamas (Aparigraha) Non-Grasping, Non-Hoarding</p>	<p><b>Day 13:</b> - Journal - C2 - Niyamas (Saucha) Cleanliness, Purity</p>	<p><b>Day 14:</b> - (POST) Fitness Testing Mile/Sit &amp; Reach</p>	<p><b>Day 15:</b> - (POST) Fitness Testing Curl Up/Push Up</p>
<p><b>Day 17:</b> - Journal - C2 - Niyamas (Tapas) Self-Discipline</p>	<p><b>Day 18:</b> - Journal - C1 - Niyamas (Svadyaya) Self-Study, Self-Reflection</p>	<p><b>Day 19:</b> - C2 - Niyamas (Isvara Pranidhana) Devotion, Surrender, Faith</p>	<p><b>Day 20:</b> - Crossfit</p>	<p><b>Day 16:</b> - Journal - C2 - Niyamas (Santosh) Contentment, Gratitude</p>



## APPLICATION FOR CURRICULAR CHANGE

**School:** Glenbrook North

**Department:** World Languages

**Date:** 10/24/2016

**Name of proposed curricular change:**

**1. Brief description of the curricular change:**

The World Language Department proposes adding an Honors Mandarin Chinese 573 2017-2018.

**2. Curriculum Planning Committee Membership**

GBN Mandarin Chinese teacher: Wanyin Chou, Ph.D. in consultation with Kellye Guzik, Instructional Supervisor of World Languages.

**3. Need for the curricular change:**

a) Present and analyze data on student learning that point to a need for change.

\* There are 11 juniors in the 2016-2017 Mandarin Chinese 473 class. Eight students expressed interest in continuing their studies in Honors Mandarin Chinese 573. The other three students were not sure if their schedule will allow them to take this class next year.

\* Five out of the eight students who want to study Chinese next year graduated from Maple Middle School. They have studied Chinese for 6 years since 6<sup>th</sup> grade. None of these are students who were raised speaking the language.

The students' Chinese language proficiency levels are somewhere between Novice High and Intermediate Low. The teacher believes that these students will benefit greatly by taking Chinese in their senior year and potentially be able to move up to the Intermediate Low level or higher. In addition, they will be better prepared if they choose to continue studying Chinese in college or take the foreign language placement examination in the school of their choice. Without offering 573 Mandarin Chinese at GBN, these students will likely have a gap year with no Chinese which could affect their language placement examination results.

According to the American Council for Teachers of Foreign Languages (ACTFL), Chinese is classified as a Group IV language. This means that more time is needed for students to acquire the Intermediate High level necessary for the Illinois State Seal of Biliteracy. In other words, a student in a Group I language such as French or Spanish would achieve Intermediate High after 240 hours of intensive immersion instruction.

However, a Chinese student would need 480 hours of intensive immersion instruction to achieve the same level of language proficiency. Therefore, it is in our students' best interest to give them as much instructional time in the Chinese language as possible.

- b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

Maple Middle School has offered Chinese for the past five years. There were 3 Maple graduates enrolled in Chinese 2 as freshmen and continued to Chinese 4 in 2015-2016. There are 7, 8 and 10 Maple graduates in current level 4, 3, and 2 Chinese classes. Presently, there are 22, 19, and 38 students in the 8<sup>th</sup>, 7<sup>th</sup>, and 6<sup>th</sup> grades studying Chinese in Maple Middle School. Previous data indicated that the majority of Maple graduates came to GBN rather than GBS. Therefore, there will be a great need for a level 573 course in the years to come.

- c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.

- \* China is the second largest economy in the world based on the Bloomberg business report that China's GDP will overtake the U.S. level in 2026.

- \* Chinese is the most spoken language in the world. It is estimated that one in five people in the world speak Chinese.

- \* Mandarin Chinese is one of the critical languages set by the National Security Education Program (NSEP) under the National Security Education ACT in 1991.

- \* President Obama and Chinese president Xi Jinping announced the "One Million Strong Initiative" in September, 2015. This new initiative was aimed at having 1 million American schoolchildren learn Mandarin by 2020.

#### **4. Rationale for addressing the need through a curricular change:**

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

Adding a level 5 Chinese course will allow students from Maple the same opportunities as their classmates to finish their high school course of study with a level 5 course. Given the increasing enrollment at the middle school level, GBN will need to add a level 5 course to accommodate the needs of this growing program.

- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

With the understanding that there will be a stacked class at levels 4 and 5, GBN feels this is the best curricular placement for the current group of students. If students in level 5 Honors desire to take the AP Mandarin Chinese exam they can choose to do so. When upper level enrollment grows to the point that we can offer a standalone AP section, we would consider bringing that course proposal forward at that time.

- b) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

The GBN World Languages Department offers level 5 courses in Spanish, French, Russian, and Hebrew. Chinese and Latin are the only two languages currently not offering 5<sup>th</sup> year classes.

**5. Description of proposed change:**

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

The teacher proposes a combined level 4 and level 5 class in 2017-2018. There are 12 students in the Chinese 3 class. All of the Chinese 3 students except one senior have expressed interest in continuing to study Chinese next year. Of the current level 4 students, 8 students have expressed an interest for level 5. This combined class will have 19 students.

- b) Provide a tentative outline of the proposed course or program.

The Chinese teacher will be collaborating with other 5<sup>th</sup> year language teachers in the GBN World Language department. The teacher has ongoing collaborations with GBS, Deerfield High School, Stevenson High school, and Illinois Math and Science Academy Chinese teachers. Our curriculum will follow the guidelines set by the American Council for Teachers of Foreign Languages (ACTFL).

**6. Implications of the proposed change:**

- a) What are the implications of this proposed change for staffing, facilities, and budget?

No impact on staffing or budget is anticipated.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

The teacher believes that creating a Mandarin Chinese 573 class should not affect the other departments in GBN since these students are currently enrolled in Chinese. It is unlikely that other students will participate in this class.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

No additional resources in personnel and money would be needed. The teacher will collaborate with other level 5 language teachers in the department to create the curriculum. No textbooks are required for the students.

**7. Method of evaluating the success of the proposal after it is implemented:**

- a. If the proposal is approved and implemented, how shall it be evaluated?

The teacher and the IS of World Languages will track enrollment and scores on the AAPPL exam.

- b. What specific outcomes shall indicate success of the implemented proposal?

Students who reach the target level of proficiency set by ACTFL should consider taking the AP Chinese examination. Students can also be tested and awarded the Illinois State Seal of Biliteracy. Students are also encouraged to take the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL).

**To:** Dr. Michael Riggle; Dr. Rosanne Williamson  
**From:** Cameron Muir  
**Cc:** Lauren Fagel  
**Re:** New Course Proposals  
**Date:** December 20, 2016

The Glenbrook South Administration, with the approval of the Instructional Supervisors Council, recommends the following new course proposals for approval. These recommendations are supported by the Glenbrook South Instructional Council who met on October 19, 2016 and again on October 26, 2016. The Glenbrook South Administrative Council met on December 5, 2016. Both agreed to recommend the following new course proposals/curricular changes for your approval. The following are the proposed curriculum and course adoptions for Glenbrook South. I am also attaching the new course proposal forms for each new course.

I. Glenbrook South proposes the following new courses:

Department	Course Title	Status	Rationale	Impact
Career and Technical Education	<i>Interior Design 2</i>	New Course	Interior Design 261 will complement and extend the experience in Interior Design 161. This would be an important option for students with passion and interest in design fields to acquire the skills and knowledge to be successful at the college level. It will also provide additional career awareness for students as they plan for the future.	No impact on overall staffing
CTE and Math	<i>AP Computer Science Principles</i>	New Course	The purpose of this curricular addition is to attract and engage a broader group of students to explore the field of computer science. This new course will develop computational thinking, generate excitement about career paths and introduce tools that foster creativity and collaboration.	No impact on overall staffing
Physical Education	<i>Dance 2</i>	New Course	The need for this course has been demonstrated in the sustained and significant increases in enrollment in the Dance as an Art Form PE elective for juniors and seniors over the past years here at Glenbrook South. This course is for the experienced dancer to study Ballet, Jazz, Hip Hop, Modern, Latin Dance and Choreography at an advanced level.	No impact on overall staffing
Social Studies	<i>Civics</i>	New Course	This one-semester course will center on the topics specified in the newly adopted Civics education graduation requirement in Illinois. The legislative mandate requires a Civics course to include 1) coverage of government institutions 2) discussions of current and controversial issues 3) service learning and 4) simulations of the democratic process.	No impact on overall staffing
World Language	<i>American Sign Language 463</i>	New Course	This curricular change will allow all students the opportunity to complete a full 4 year sequence, which will also create equity as all other world language offerings include options to study for 4 years. For those considering to continue studying ASL at the college level, our goal is that they are very well prepared having consistent study for four consecutive years.	No impact on overall staffing

II. Glenbrook South proposes following name changes for courses:

Department	Current Course Title	New Course Title	Rationale
Physical Education	<i>Dance as an Art Form</i>	<i>Dance 1</i>	By proposing an advanced dance course, changing the name of this dance course makes it clearer to students the sequence available for those interested in dance.

## APPLICATION FOR CURRICULAR CHANGE

**School:** Glenbrook South    **Department:** Career & Technical Education    **Date:** 10/19/16

**Name of proposed curricular change:** Interior Design 2    **Length:** Semester

1.    **Brief description of the curricular change:**

We are proposing the addition of Interior Design 2 to complement and extend the experience in Interior Design, based on sustained increases in student enrollment and student demand for a second course.

2.    **Curriculum Planning Committee Membership**

- a)    List the members of the committee.

Melissa Regan, Family & Consumer Science teacher  
Kelli McDonald, Family & Consumer Science teacher  
Kim Kiraly, Family & Consumer Science teacher  
Marie Baker, Family & Consumer Science teacher

Dawn Hall, Instructional Supervisor of Career & Technical Education

- b)    Give the rationale for the membership of this committee.

Melissa Regan teaches Interior Design and the Fashion sequence of courses, and is a member of the Family & Consumer Science team.

Dawn Hall is the Instructional Supervisor and will support the recommendation process.

- c)    If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

No outside expertise requested, but discussion with professional colleagues as well as research on related courses offered at other high schools has been completed. We've also examined introductory college-level Interior Design courses.

3.    **Need for the curricular change:**

- b)    Present other data (demographic, anecdotal, research, and others) that point to a need for change.

The need for this course has been demonstrated in the sustained and significant increases in enrollment over the past three years. In addition, student requests to continue in Interior

Design has been noted and documented as well. Interior Design 261 would be an important option for students with passion and interest in design fields to acquire the skills and knowledge to be successful at the next level. It will also provide additional career awareness for students as they plan for the future.

In an attempt to better understand the student demand for continued learning in the area of Interior Design Melissa Regan conducted a survey of 73 interior design students. Of those 73 students 71 answered “Yes” to the following question “If an Interior Design 2 was offered at Glenbrook South High School, would you be interested in taking the course?” If students answered “No” they were given a follow up question to provide feedback as to why they were uninterested. The two students who answered “No” provided feedback that indicated they were Seniors graduating and would simply not be at Glenbrook South to have the opportunity to take the course. There will also be 44 more students enrolled next semester in Interior Design 161 and we would anticipate a similar response to the survey given anecdotal evidence over the last two years.

In addition to the student demand, Melissa Regan has researched colleges in the area that offer an Interior Design Undergraduate Program (Harper Community College, Oakton Community College, Illinois State University) to enhance and align the curriculum potentially offered in Interior Design 261. If the course is approved, Melissa will connect with professors at these universities/colleges to gain a better understanding of what a high school graduate should expect upon their transition into the college level.

FCCLA (Family, Career, and Community Leaders of America), an already sponsored GBS club, offers competitive events that allow students to gain a better understanding of interior design as a professional career. Implementation of Interior Design 261 will allow students additional opportunities to gain practical experience through professional presentations of their designs at FCCLA events.

**4. Rationale for addressing the need through a curricular change:**

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

The purpose of the change would be for Interior Design 161 students to build upon their learning, further study the interior design industry, and be provided with numerous hands-on projects that are relevant to the current design trends. Our goal would also include providing students with the opportunity to gain experience within the community. In talking with a fellow interior design teacher in the area, she mentioned an opportunity she was given to partner with Old Orchard Mall and have her students design displays for their outdoor scenery. This is a great example of how the real-life situation promoted and enhanced student engagement by bringing their learning to life, and we believe the Glenview community can offer these kinds of opportunities as well.

- b) If the committee considered other approaches to meeting the needs described above,

describe those alternatives and indicate why each alternative was rejected.

One consideration was to adopt the Fashion Design Studio capstone course offered at Glenbrook North which provides a culminating course for Fashion and Interior Design students. However, we didn't feel that it's a reasonable fit for students taking a second semester of Interior Design. If our enrollment in the Fashion & Interior Design sequences continues to grow or sustain the strong numbers currently, we will revisit the adoption of an advanced capstone.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

Interior Design 261 will complement the design courses in the building, providing opportunities for students to enhance skills and apply their creativity. It would be one of the elective offerings available for students to choose from, and trends show the majority of students in Interior Design 161 come from other CTE Family & Consumer Science courses.

**5. Description of proposed change:**

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

This course is designed for students who have taken Interior Design 161 and have a desire to continue their education and application of skills in a second-level course. Of the four sections of Interior Design 161 currently running with nearly 100 students, we feel it is likely that we will have enrollment for two sections of Interior Design 261. This is also based on student demand in requests for a second course.

- b) Provide a tentative outline of the proposed course or program.

Unit 1: Theory and Fundamentals of Design

Unit 2: History of Furniture and Interior Architecture

Unit 3: Problem Solving/Design Communication

Unit 4: Design Studio: Sustainability

Unit 5: Design Studio: Kitchen/Bathroom

Unit 6: Design Studio: Retail Store

Unit 7: Professional Practices & Portfolio Development for Interior Design

**6. Implications of the proposed change:**

- a) What are the implications of this proposed change for staffing, facilities, and budget?

No changes to staffing, facilities, or budget anticipated. We anticipate enrollment for this



course to come from other CTE electives primarily.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

Little impact anticipated as we are not talking about a large target group, but may see a dip in enrollment in other Family & Consumer Science electives or other elective course offerings.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

A summer curriculum project would be requested as part of the ongoing curriculum work to ensure vertical alignment with Interior Design 161, as well as instructional strategies based in best practices. In addition, students in Interior Design 161 have completed cross-curricular projects with our Architecture and CAD students, and the connection between these content areas will continue to be considered in curriculum design.

**7. Method of evaluating the success of the proposal after it is implemented:**

- a) If the proposal is approved and implemented, how shall it be evaluated?

Data will be collected and evaluated on enrollment for the course as well as survey feedback regarding student awareness of career opportunities and the various design opportunities at Glenbrook South.

Evaluations will include student performance, feedback surveys and instructor feedback. We will also create a method of tracking what courses students take in addition to Interior Design 261.

- b) What specific outcomes shall indicate success of the implemented proposal?

Successful implementation should result in enrollment supporting two sections of Interior Design 261 from the trend of increasing enrollment and the four sections of Interior Design 161 that we are currently offering.

Positive student surveys on their learning experience, level of challenge, acquisition of skills, and clarity of potential career choices will also be criteria for measuring success.

## APPLICATION FOR CURRICULAR CHANGE

**School:** Glenbrook South and Glenbrook North    **Date:** 9/10/16

**Department:** Career & Technical Education, Career & Life Skills (with partnership in Mathematics)

**Name of proposed curricular change:** AP Computer Science Principles

### 1. Brief Description of the Curricular Change

Grade: 10, 11, 12      Length: Year long

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career.

This course is intended to have a much broader appeal than the existing AP Computer Science which is highly technical and involves intensive coding within Java programming language. It is for all students interested in exploring computer science. College Board designed this new Principles course with the goal of creating leaders in computer science and engaging traditionally underrepresented populations (e.g., females, Latinos, African Americans) in the field.

Using multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. AP Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

### 2. Curriculum Planning Committee Membership

- a) List the members of the committee.

Teachers: Mike Sinde, Justin Zummo, Joe Bruno, Lyz Daugherty  
Instructional Supervisors: Dawn Hall, Mary Kosirog, Phil Gartner, Maria Vasilopoulos

- b) Give the rationale for the membership of this committee.

Mike Sinde and Justin Zummo are applied technology teachers, and Lyz Daugherty is a mathematics teacher at Glenbrook South.

Joe Bruno is a business education teacher at Glenbrook North.

Dawn Hall is the Instructional Supervisor of Career & Technical Education at GBS.

Mary Kosirog is the Instructional Supervisor of Career & Life Skills at GBN.  
Phil Gartner is the Instructional Supervisor of Mathematics at GBS.  
Maria Vasilopoulos is the Instructional Supervisor of Mathematics at GBN.

- c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

Chris Powell, Director of Applied Sciences and Technology, District 219. Shelly Gates, Career & Technical Education Department Chair, District 202. Kim Jablonski & Rebecca Stewart, Career & Technical Education Department Chair, District 207. These department chairs had a significant role in the implementation of the PLTW AP Computer Science Principles in their Business Departments. Various mathematics chairs, such as Steve Svetlik and Darshan Jain, were consulted. Mr. Svetlik is a respected leader in networks of computer science teachers in the Chicago area.

### **3. Need for the Curricular Change**

- a) Present and analyze data on student learning that point to a need for change.

The World Economics Forum's *The Future of Jobs Report*, published in January of 2016 indicates that 65% of today's school-age children will work in jobs that don't exist yet. Much of this is due to rapid technological change. In a world that's increasingly run on technology, computer science is a field that every student should have the opportunity to study. Computer science is the engine that powers the technology, productivity, and innovation in the new economy. Computer science experience is becoming an imperative for today's students and the workers of tomorrow.

- b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

At GBS, over 500 students of various levels were surveyed through their math classes. Students from 9th - 11th grade were shown a video about the course and asked about their interest. 51% said they were "maybe" interested while 17% said that "yes", they were interested in taking the course from this initial introduction. Also, this was a sampling of the much larger student population but represents demand to warrant offering the course.

In 2016-2017, GBN began offering AP Computer Science A to meet the demands of the students and the requests of the community to offer programming classes. Based on the significant student response to this offering we believe there is a need to expand the computer science offerings.

Area high schools offering AP Computer Science Principles include: Niles, Maine, Evanston, Fremd, Palatine, Conant, Schaumburg, Hoffman Estates, Hersey, Prospect, Buffalo Grove, Rolling Meadows, Elk Grove, Wheeling, Vernon Hills High School, Libertyville, Jacobs, Dundee-Crown, Hampshire, Highland Park, Deerfield, Oak Park and River Forest, Barrington, Antioch, and Lake Zurich. Stevenson and New Trier are in the proposal process.

- c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.

The fact that College Board, a respected organization, has created such a course and it is recognized by many colleges speaks volumes. Much of the prior language in this document (see #1, #3a) speaks to the need for an alternative and additional offering in the field of computer science.

Rigorous course comparable to college-level introductory computer science course, with over 100 colleges and universities already endorsing the course, with 88% believing it is a college-level computing course and 86% indicating they would award college credit.

Career opportunities are significant in this field with all 71% of all new jobs are in computing.

Underrepresented populations having the opportunity to explore the field provides significant impact on future career choices. Women who try computer science in high school are 10 times more likely to major in it.

PLTW is the largest non-profit provider of innovative and rigorous STEM education programs. More than 9,000 schools in all 50 states, the District of Columbia and U.S. Territories are offering PLTW courses to 2.4 million students. Research validates effectiveness and success of PLTW programs in preparing students for success in college.

#### **4. Rationale for Addressing the Need Through a Curricular Change**

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

The purpose of this curricular change is to attract and engage a broader group of students to explore the field of computer science, while adding to the computer technology offerings. The course does not require prior computer science experience. Mathematically, it only requires that students have completed algebra. We are also requiring that students be in grades 10-12.

- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

None were considered given the opportunity to introduce a recognized AP course to increase our computer technology offerings.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

There may be a small impact on existing courses in the Career & Technical Education department. For students in CTE this course would add an option to pursue additional skills and knowledge in programming. This would complement the programming students in our Project Lead the Way engineering courses complete, especially those students interested in pursuing a career in computer engineering where a combination of electrical engineering and computer science can be very beneficial. This may mean students choose AP Computer Science Principles over another course. In addition, students in our business technology courses may be interested in this course to expand their knowledge in skills as they prepare for careers.

There may be an impact on existing courses within the Mathematics Department. At GBS, a one semester Computer Science Honors course serves as a primer before taking AP Computer Science A. In our analysis, it is probable that some students will take AP Computer Science Principles instead, if they can find time to enroll in a yearlong course. Some students will take both AP Computer Science Principles and the existing AP Computer Science A. The population that currently takes AP Computer Science A and gets college credit within the field will continue to find this an attractive option after the introduction of AP Computer Science Principles. From our survey and anecdotal discussion, we believe much of the enrollment will be new students who would not consider taking the existing computer science offerings.

The AP Computer Science A and the new AP Computer Science Principles course are independent of one another, and the courses can be taken in any order. GBS would waive the requirement of the Computer Science Honors semester course for any student who takes AP Computer Science Principles and then wishes to enroll in AP Computer Science. It is possible that the semester-long Computer Science Honors course at GBS could be discontinued.

## 5. **Description of Proposed Change**

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

This course is open to all students grades 10-12 who have an interest in learning about the principles and practices of computer science.

- b) Provide a tentative outline of the proposed course or program.

Unit 1: Algorithms, Graphics, and Graphical User Interfaces

Lesson 1.1 Algorithms and Agile Development

Lesson 1.2 Mobile App Design

Lesson 1.3 Algorithms in *Python*

Lesson 1.4 Images and Object-Oriented Libraries

Lesson 1.5 GUIs in *Python*

Unit 2: The Internet

Lesson 2.1 The Internet and the Web

Lesson 2.2 Shopping and Social on the Web

Lesson 2.3 Security and Cryptography

Unit 3: Raining Reigning Data

Lesson 3.1 Visualizing Data

Lesson 3.2 Discovering Knowledge from Data

Unit 4: Intelligent Behavior

Lesson 4.1 Moore's Law and Modeling

Lesson 4.2 Intelligent Agents

The AP exam consists of a written exam, as one would expect, but it also entails two performance tasks that students complete during the course to demonstrate what they have learned and are able to create. These would be digital and uploaded to College Board.

## 6. Implications of the Proposed Change

- a) What are the implications of this proposed change for staffing, facilities, and budget?

Staffing is not anticipated to change for the 2017-18 school year, and no significant impact is expected as enrollment from other courses will shift to this course. We will utilize existing computer labs and technology as allocated in the building.

Equipment and supplies will be minimal and purchased with existing departmental funds.

There is no cost for curriculum or industry-standard software for the course due to our partnership with PLTW. Teacher training is \$2,500 plus room and board in Champaign or Chicago (U of I campuses).

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

There may be a decrease in Computer Science Honors (1 semester) at GBS.

We do not expect a significant impact on the current AP Computer Science course. We do not anticipate significant implications for other departments, with enrollment expected to primarily come from other CTE and Computer Science (Mathematics Department) courses.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

If the course is accepted, some additional training and collaboration among teachers would be involved to prepare and develop the course for delivery at our high schools. Summer training and a curriculum project would be anticipated. Additionally, teachers who have training could be shared between schools.

#### *Facilities Needs*

We will utilize and will need to maintain existing computer labs to provide an optimal learning experience, and mirror industry standards. Our focus is on a blended experience of collaborative opportunities as well as student-driven application using technology.

### **7. Method of Evaluating the Success of the Proposal After it is Implemented**

- a) If the proposal is approved and implemented, how shall it be evaluated?

Administrators and teachers will collect and analyze data on course enrollment, AP test scores, and the number of students declaring computer science or related majors.

Administrators and teachers will administer student surveys, gather instructor feedback, and maintain data on special populations participating in the course with a goal of increased enrollment from these student subgroups.

Administrators will analyze the course's impact on student preparedness for additional business/technology/engineering/computer science courses through teacher feedback.

- b) What specific outcomes shall indicate success of the implemented proposal?

Students report and demonstrate their confidence and skill in successful application of the content. Students develop and enhance problem solving and computational thinking skills.

Increased awareness of computer science career opportunities, and students declaring majors in these areas.

Successful scores on the AP Computer Science Principles exam.



## APPLICATION FOR CURRICULAR CHANGE

**School:** Glenbrook South      **Department:** Physical Education      **Date:** 10/19/16

**Name of proposed curricular change:** Dance 2    **Length:** Semester

1.    **Brief description of the curricular change:**

We are proposing the addition of Dance 2 designed for the experienced dancer to study Ballet, Jazz, Hip Hop, Modern, Latin Dance and Choreography at an advanced level. The course will also include fitness related activities that are beneficial and appropriate to the Dance 2 curriculum, based on sustained increases in student enrollment and student demand for an advanced course.

2.    **Curriculum Planning Committee Membership**

- a)    List the members of the committee.

Trisha Moulakelis-Physical Education/Dance

- b)    Give the rationale for the membership of this committee.

Trisha Moulakelis is currently teaching the Dance 1 course

Steve Stanicek is the Instructional Supervisor and will support the recommendation process.

- c)    If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

No outside expertise requested, but discussion with professional colleagues as well as research and observation on related courses offered at other high schools has been completed.

3.    **Need for the curricular change:**

- b)    Present other data (demographic, anecdotal, research, and others) that point to a need for change.

The need for this course has been demonstrated in the sustained and significant increases in enrollment in the Dance as an Art Form PE elective for juniors and seniors over the past years here at Glenbrook South. In addition, student requests to continue into an advanced dance class has been documented through a survey as well. Dance 2 would be an important option for students with passion and interest in dance and acquire the skills and knowledge to be successful at the next level. Dance as an Art Form would be renamed to

Dance 1.

Dance 2 is a course for the experienced dancer. Students will learn a variety of advanced dance skills and terminology where detailed aspects of these techniques are at an accelerated pace. Students will concentrate on self-directed choreography in various dance styles. The course will also include fitness related activities focusing on strength, flexibility, agility, coordination and balance that are beneficial and appropriate to the Dance 2 curriculum. This is a performance based course in which Dance 1 is required.

In addition to the student demand, Trisha has researched several high schools in the area that offer an advanced dance course(s) to enhance the growing dance program. Interviewing and engaging with other dance professionals who also gave valuable insight on the importance of development, confirmed that a higher level course should be initiated.

4. **Rationale for addressing the need through a curricular change:**

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

The purpose of the change, would be for Dance 1 students to build upon their learning, further study and develop the skills needed to progress to a higher level.

- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

There has only been one course and one level of Dance at GBS. The sections in that time have increased from three to five in the past fifteen school years. The has the same curriculum regardless of the level of dancers within the course. Due to the advanced skills of some students the need for a higher level course is strongly recommended.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

Since there is currently only one level of Dance and it is one semester, an advanced dance course may provide more variety and be more engagement instead of repeating the same course for four semesters.

If a Dance 2 is implemented, PE exemptions for Varsity Poms may be decreased, involving more students to participate.

5. **Description of proposed change:**

- a) Describe the students for which this curriculum change has been designed and the

approximate size of the target group.

This course is designed for students who have taken Dance 1 and have a desire to continue their development of skills in an advanced dance class. Of the four sections of Dance 1 this semester, and five sections second semester, currently running with approximately 175 students, we feel it is likely that we will have enrollment for one, possibly two, per semester-Dance 2 classes. This is also based on student demand in requests for a second course.

b) Provide a tentative outline of the proposed course or program.

### ***One Semester/Grade 11 and 12***

Dance 2 is a course for the experienced dancer. Students will learn a variety of advanced dance skills and terminology where detailed aspects of these techniques are at an accelerated pace. Students will concentrate on self-directed choreography by creating and developing dances to teach to peers, as well as the lower level dance classes in various dance styles including: ballet, jazz, hip-hop, modern, and Latin dance. The course will also include fitness related activities including: Yoga, Pilates, and Barre Classes (mixing elements of pilates, dance, yoga and functional training to music) focusing on components such as:

**Strength:** The foundation for all dynamic movement

1. Core muscle strength to stabilize the spine, trunk and pelvis.
2. Plyometric type exercise for jump sequences during the fitness portion of class.
3. Promoting joint strength in technique drills during the dance portion of class.
4. Resistance Training using low resistance and high repetitions.

**Flexibility/Agility:** Pilates and Barre classes use stretching and flexibility training to prevent injuries in dancers.

1. Barre classes and pilates will supplement basic techniques.
2. Yoga is beneficial in increasing body awareness, building deep flexibility and supporting the strength.

**Coordination:** The ability to move two or more body parts under control, smoothly and efficiently.

Develop coordination through Barre classes, using various equipment will challenge different body parts.

1. Balance, strength and agility affects coordination and Barre classes will help in developing coordination.

**Balance:** The ability to maintain the center of gravity of the body while in motion.

1. Repetitive practice and barre work will improve balance in the dancer.
2. Various resistance training exercises involving toning classes, pilates, and yoga will help the dancer to achieve better balance.

All of these fitness related skills which are beneficial and appropriate to the Dance 2 curriculum. This is a performance based course in which a prerequisite is required.

**Prerequisite:**

Successful completion of the Dance 1 course.

**6. Implications of the proposed change:**

- a) What are the implications of this proposed change for staffing, facilities, and budget?

No changes to staffing, facilities, or budget anticipated.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

No proposed changes for other courses or other departments.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

A summer curriculum project would be requested as part of the ongoing curriculum work for the new course.

**7. Method of evaluating the success of the proposal after it is implemented:**

- a) If the proposal is approved and implemented, how shall it be evaluated?

Data will be collected and evaluated on enrollment for the course as well as survey feedback regarding student participation.

Evaluations will include student performance, feedback surveys and instructor feedback.

- b) What specific outcomes shall indicate success of the implemented proposal?

Successful implementation should result in enrollment supporting two sections of Dance 2 from the trend of increasing enrollment and the five sections of Dance 1 that we are currently offering.

Positive student surveys on their learning experience, level of challenge, acquisition of skills. This course will build upon the basics of Dance 1 and provide a higher level experience for the advanced dancer. Advance skill development, along with choreography will encourage our advanced dancers to continue in our program.

## APPLICATION FOR CURRICULAR CHANGE

**School:** Glenbrook South

**Department:** Social Studies

**Date:** 10.6.2016

**Name of proposed curricular change:**

Civics

**1. Brief description of the curricular change:**

This one-semester course will center on the topics specified in the newly adopted Civics education graduation requirement in Illinois. The legislative mandate requires a Civics course to include 1) coverage of government institutions 2) discussions of current and controversial issues 3) service learning and 4) simulations of the democratic process. In order to build a course that fulfills these requirements while being accessible and relevant to our diverse student population, this course will place significant emphasis on current issues and active engagement in democratic society while providing a basic foundation in American government. Issues and topics that are pressing in American society today will drive curriculum.

**2. Curriculum Planning Committee Membership**

- a) List the members of the committee.

Jeannie Logan, Daniel Rhoades, Ryan Kinsella, Tara Tate, Stacy Flannery, Raymond Lara, Matthew Whipple, David Kane, and Elisabeth McGuinness

- b) Give the rationale for the membership of this committee.

These teachers represent the diversity of courses taught in the GBS Social Studies Department at a variety of levels, including in particular those courses which will most likely be impacted by the implementation of the new requirement. All expect, at some point, to teach the new Civics course or to teach the AP Government course that will also fulfill the new state requirement.

**3. Need for the curricular change:**

- a) Present and analyze data on student learning that point to a need for change.

This course is a new state requirement for graduation for the class of 2020.

- b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

(see above)

**4. Rationale for addressing the need through a curricular change:**

- a) State the purpose of the change, indicating specifically how this curriculum change shall

improve student learning by meeting the needs described in #3 above.

The legislation is fairly prescriptive regarding the substance of the civics education requirement for graduation. The guidelines listed above are best met through a dedicated one semester course which can address the 4 key components of the mandate. While the graduation requirement may also be fulfilled through the AP American Government course, this Civics course is designed to meet the needs of any student.

- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

Currently AP American Government is the only course at GBS that could satisfy the legislation without significant revisions to curriculum. However, because the AP curriculum is not suitable for all students who will need to satisfy the requirement to graduate, a separate, non-leveled course is needed to be accessible to the maximum number of students.

- b) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

Keeping in mind that this is a required course, we would seek to ensure that this course will serve as both a primer for citizenship and as a capstone or foundation, depending upon the grade level at which the course is accessed, for a well-rounded Social Studies education.

5. **Description of proposed change:**

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

This curriculum has been designed for sophomore to senior students of varying ability levels. Our goal is to design a course that will serve the full diversity of the student population of GBS, if deemed necessary with appropriate modifications for an LA section. While the enrollment in the first year of implementation (2017-2018) may be low, we anticipate that by its full implementation (2019-2020), there would be approximately 10-15 sections per semester (or 1/4<sup>th</sup> of the student body each year).

- b) Provide a tentative outline of the proposed course or program.

**Unit 1:** Introduction: Civic and Political Identity

**Unit 2:** U.S. Founding & the Constitution (including the Constitution Test)

**Unit 3:** Governmental Structures at the Local, State, and Federal Levels

**Unit 4:** Civil Rights, Liberties, and Responsibilities

**Unit 5:** Practices in a Democracy: Democratic Simulation

**Unit 6:** Civic Action

6. **Implications of the proposed change:**

- a) What are the implications of this proposed change for staffing, facilities, and budget?  
Since this requirement will be subsumed within the 2 years of Social Studies that is currently required, and most of the students at GBS typically take 3-4 years of Social Studies already, there should be no or minimal change in school-wide staffing.
- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

We anticipate that this new course requirement will impact enrollment in Social Studies elective courses, particular the one-semester courses that are primarily taken by sophomores and seniors. We also anticipate that more students may opt to take AP American Government since that would satisfy the graduation requirement as well, which would then impact enrollment in other AP Social Studies courses.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

This course will require a summer curriculum project in order to develop the needed resources and to further articulate the current issues and topics that will be used within the course. In addition, teaching workshops focusing on the successful of simulations and service learning would be beneficial.

7. **Method of evaluating the success of the proposal after it is implemented:**

- a) If the proposal is approved and implemented, how shall it be evaluated?

This course will be evaluated through the accepted vetting process for a new course including, but not limited to the Educational Planning Process, and student and instructor feedback.

- b) What specific outcomes shall indicate success of the implemented proposal?

Students should demonstrate an increased understanding of the complexity of modern issues facing American society. This course will require in-depth and authentic researching and reading. As such, improvements in students' ability to gain meaning from and evaluate a variety of types of texts will also be an indicator of success.



## APPLICATION FOR CURRICULAR CHANGE

**School:** Glenbrook South    **Department:** World Languages

**Date:** 10/19/2016

**Name of proposed curricular change:** American Sign Language 463

1. **Brief description of the curricular change:**

American Sign Language Level 4 course will build upon students' receptive and expressive skills through continued study of grammar with a strong emphasis on Deaf culture and the Deaf community. There are currently 3 students doing an Independent Study in ASL because there is no fourth year course offering. This curricular change will allow all students the opportunity to complete a full 4 year sequence, which will also create equity as all other world language offerings include options to study for 4 years. It is expected that ASL 463 will be combined (stacked) with ASL 363 to best accommodate students each year, even in the event of lower enrollment in the future or increased conflicts in the master schedule.

2. **Curriculum Planning Committee Membership**

- a) List the members of the committee.

Rosemarie Carsello, Julie Rose, Danita Fitch

- b) Give the rationale for the membership of this committee.

We are the current ASL teachers and the World Language instructional supervisor who has been involved in the expansion of the ASL program.

- c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

N/A

3. **Need for the curricular change:**

- a) Present and analyze data on student learning that point to a need for change.

Presently, in ASL 363, 20 students enrolled are juniors and therefore, are eligible to take 463 next school year. Presently, in ASL 263, 35 students enrolled are either sophomores or juniors and therefore, are eligible to take 363 next school year.

Therefore, the maximum number of students who could possibly enroll in a stacked ASL 363/463 for the Fall, 2017 would be 55.

or

- b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

or

- c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.

4. **Rationale for addressing the need through a curricular change:**

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

The purpose of the change is to offer the students the opportunity to study ASL all four years in high school and build upon their skills acquired in ASL 363. For those considering to continue studying ASL at the college level, our goal is that they are very well prepared having consistent study for four consecutive years.

- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

We are currently accommodating some students through Independent Study, and even though we are confident that these students are being held accountable for a level of rigor appropriate to a fourth year course, admission officers viewing students' transcripts may have different connotations of what is meant by Independent Study.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

This course would offer the challenges and rigor involved in other fourth year language courses. In addition, offering four years encourages those students who are looking for extensive language study, the opportunity to do so.

5. **Description of proposed change:**

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

The students would be juniors and seniors and the enrollment of the stacked 363/463 classes would likely be a total of 55 students.

- b) Provide a tentative outline of the proposed course or program.

The curriculum will be imparted in a rotational sequence continuing the study of the *Signing Naturally Series*, Level 2, along with Deaf culture study and examination through various forms of media. All of the units are designed using the *Understanding by Design* framework and integrate these resources so that students continue to improve both their receptive and expressive skills along with grammar application and vocabulary acquisition both years.

**6. Implications of the proposed change:**

- a) What are the implications of this proposed change for staffing, facilities, and budget?

No changes anticipated for the Fall 2017-18.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

It is possible that by offering a four year program, more students will select ASL 163 as freshmen instead of a different world language because they will be able to continue to study ASL through their senior year.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

No additional resources needed, however a summer curriculum project will be needed to add and extend the units to the 463 curriculum since ASL 363/463 will be offered as a class with a rotating curriculum.

**7. Method of evaluating the success of the proposal after it is implemented:**

- a) If the proposal is approved and implemented, how shall it be evaluated?

The course will be evaluated by analyzing student feedback surveys, instructor reflection and feedback, as well as enrollment in the following years. The students themselves will be evaluated on their understanding of Deaf culture and its impacts on education, family, technology and artistic expression. In addition, their expressive and receptive abilities will be assessed at a more advanced level.

- b) What specific outcomes shall indicate success of the implemented proposal?

Increased student performance, commensurate with a fourth year of language study, as well as continued enrollment in the four year program will indicate success of this proposal.

Section A - Introduction

These procedures, outlined below, are intended to facilitate the systematic processing of curriculum development proposals for making modifications in the instructional program of District #225. The curriculum shall be defined to consist of all courses of study offered by the district.

Modifying the curriculum shall be defined as:

1. Adding or deleting a course, an entire sequence of courses, or a program.
2. Significantly changing the goals of an existing course or program.

Decisions concerning the administrative operation of the curriculum shall not be subject to the curriculum planning strategy. Decisions concerning such items as the following shall be made by the appropriate administrative staff:

- 1) assignment of the instructional staff,
- 2) development of the master class schedule,
- 3) assignment of students to classes,
- 4) recommendations concerning instructional materials, subject to the provisions of Policy 7180: Instructional Materials,
- 5) changes in course or program titles,
- 6) utilization of facilities,
- 7) classroom methodology or individual teaching strategies,
- 8) use of new instructional technologies.

Section B - Procedures

1. Each instructional supervisor, in conjunction with the associate principal for instruction and the department staff, shall conduct an annual evaluation of approximately twenty percent (20%) of the department's courses and programs. It is the expectation that all courses within a department will be reviewed at least once during the five-year cycle. The courses and programs to be reviewed will be determined through a collaborative process involving the associate principals for instruction and instructional supervisors at both schools. This review will be used as a base for the Instructional Supervisor Curriculum Report.
2. The impetus for curriculum change may be such factors as, but not limited to, the following: a demonstrated need for learning outcomes not met by current curriculum; data on student learning; demographic data on students; professional expert advice from educational consultants or representatives of higher education; the conclusions of educational research. Upon seeing a curricular need, staff members, students, parents, and members of the community may submit ideas for curriculum changes to the instructional supervisor of the appropriate department. Principals also shall inform parents and members of the community about curricular issues and shall invite representatives to join curriculum planning committees when appropriate. Experts and consultants may be engaged to provide input to the process when deemed appropriately by the respective principals.
3. Upon receiving a suggested change in curriculum, the instructional supervisor may convene an ad hoc departmental curriculum planning committee to address the need for the curricular change. This curriculum planning committee, after studying the perceived need, may write a curriculum proposal. If the proposed change affects more than one department, the principal may convene an ad hoc interdisciplinary committee to address the perceived need.
4. The proposal of the departmental committee must include the need, the rationale, a description, and the implications of the curricular change, as well as a method of evaluating the success of the implemented proposal (Appendix B).
5. All proposals recommended by the departmental or interdisciplinary committees shall be reviewed by the building's instructional supervisors and principal. Accepted proposals shall be acted on successively by the principal, superintendent, and the Board.

The decision or recommendation of each of the above-listed individuals or groups shall be communicated in writing to the committee submitting the proposal. A timeline for the strategy is contained in Appendix A of these Procedures.

6. No proposal shall be implemented unless approved by the principal, the superintendent, and the Board. The instructional supervisors shall serve in an advisory function.
7. Each year proposals shall be submitted to the Board for approval as indicated in the timeline in Appendix A of these Procedures. Under extraordinary circumstances, the superintendent may authorize the submission of a proposal to the curriculum planning process or to the Board at any time during the year.
8. One year after the implementation of a curriculum change, the instructional supervisor and the designated administrator shall evaluate each proposal approved by the Board in order to determine whether the proposal was successful in meeting its goals and fulfilling the educational needs. A report of this evaluation, together with a recommendation as to the continuance or modification of the implemented change, shall be shared with the appropriate committee that had proposed the curriculum change and shall be submitted to the superintendent and the Board no later than the end of the third semester that the course is offered.

APPENDIX A

CURRICULUM PLANNING STRATEGY  
ANNUAL TIMELINE \*

<u>Deadline</u>	<u>Activity</u>
March 15 to August	Collaboration between instructional supervisors and principal or associate principal for instruction at both schools to review department curriculum in light of data on student learning and to consider curricular changes.
August to October	Instructional supervisors set up committees for suggested curricular changes. Committees meet, plan, elicit input from various constituencies, and write proposal applications.
By November 1	Curriculum planning committees submit applications for curriculum changes to the instructional supervisors.
By November 15	Instructional supervisors review proposals and submit recommendations to the principals.
By December 1	Principals accept or reject proposals and, if accepted, send them to the superintendent including any resource implications.
Prior to Winter Break	Superintendent accepts or rejects proposals and gives rationale for actions.
By February 1	Superintendent informs the Board of Education and submits accepted proposals for Board action.
By March 1	Instructional supervisors submit proposals for summer curriculum work to develop course outlines and instructional resources.

By March 15

Superintendent either approves the proposal for summer project and designates funding for summer curriculum project or rejects the proposal. Instructional Supervisor Curriculum Reports are due to the superintendent. These reports are based on curriculum review conducted or modifications made during the past year and identified curriculum directions for the ensuing year(s). The reports should also include an evaluation and recommendation for any course that has completed the third semester of implementation.

Note: Under extraordinary circumstances, the superintendent may authorize the submission of a proposal to the Board at any time during the year.

**\* This timeline will be coordinated with but not limited by the district budget timeline process.**



APPENDIX B

APPLICATION FOR CURRICULAR CHANGE

School:

Department:

Date:

Name of proposed curricular change:

1. **Brief description** of the curricular change
2. **Curriculum Planning Committee Membership**
  - a) List the members of the committee.
  - b) Give the rationale for the membership of this committee.
  - c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.
3. **Need** for the curricular change:
  - a) Present and analyze data on student learning that point to a need for change.

or
  - b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

or
  - c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.
4. **Rationale** for addressing the need through a curricular change:
  - a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.
  - b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.
  - c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

APPENDIX B (Continued)

APPLICATION FOR CURRICULAR CHANGE

5. **Description** of proposed change:
  - a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.
  - b) Provide a tentative outline of the proposed course or program.
6. **Implications** of the proposed change:
  - a) What are the implications of this proposed change for staffing, facilities, and budget?
  - b) What are the implications of this proposed change for other courses in the department and for other departments in the school?
  - c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?
7. **Method of evaluating** the success of the proposal after it is implemented:
  - a) If the proposal is approved and implemented, how shall it be evaluated?
  - b) What specific outcomes shall indicate success of the implemented proposal?

Adopted: November 21, 1977  
Revised: October 9, 1995  
Revised: November 27, 2000  
Revised: August 11, 2003